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The Governor's Honor's Program was conducted to do research studies designed to assist teachers, counselors, and other school personnel in understanding the nature and needs of gifted and talented students in Georgia and the nature of an instructional program best suited to meet these needs. The participants chosen were in two categories: academic and fine arts. General characteristics of each group were given, as well as family and school characteristics. Intelligence level, academic achievement level, and motivational characteristics were presented. Generalizations made were: First, gifted secondary school students function at a level relative to the upper half of college freshmen and sophomore classes in terms of intelligence, academic achievement, and certain motivational characteristics. Yet these students were similar to secondary school pupils in terms of chronological age, sex distribution, grade placement, and selected family characteristics. These gifted students were more often enrolled in larger Georgia high schools. They had positive relationships among measures of intelligence and measures of achievement, and their achievement levels were directly related to the size of the school secondary unit.

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The GOVERNOR'S HONOR'S PROGRAM

.... *some research*

STATE DEPARTMENT OF EDUCATION

CLAUDE PURCELL, SUPERINTENDENT

ATLANTA, GEORGIA 1964

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THE
GOVERNOR'S HONORS PROGRAM
SOME RESEARCH

STATE DEPARTMENT OF EDUCATION

Atlanta, Georgia
1964

Claude Purcell
State Superintendent of Schools

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INTRODUCTION

One of the stated objectives of the Governor's Honors Program was to conduct appropriate research studies designed to assist teachers, counselors, and other school personnel in understanding the nature and the needs of gifted and talented students in Georgia and the nature of an instructional program best suited to meet these needs.

In line with this objective the planners of the program developed a research plan for gathering certain data about the student population participating in the Governor's Honors Program. This report presents selected generalizations from the information which has been put together so far. It also picks out from the information collected some facts which were thought to be pertinent and of general interest.

The Department engaged Dr. Kathryn Blake, Research Specialist of the staff of the University of Georgia, to help with the research design and the analysis of the data. The guidance staff of the Governor's Honors Program gave certain standardized tests to all of the students participating in the Governor's Honors Program. Dr. Blake and her staff, particularly Mrs. Charlotte Williams, made the analysis of the data. Dr. Florence Rambo, who was one of the counselors of the Governor's Honors Program, wrote this report using the information put together by Dr. Blake and Mrs. Williams.

It is anticipated that this report will be of interest to the State Board of Education, members of the General Assembly, professional school people in the state, and others.

From the information obtained concerning the population of gifted secondary school students sampled in the 1964 Governor's Honors Program, it is possible to make some generalizations as follows:

1. Gifted secondary school students function at a level commensurate with the upper half of college freshman and sophomore classes in terms of intelligence and academic achievement. (This would seem to indicate that Georgia teachers are doing a good job.)

2. Gifted secondary school students are similar to college freshmen and sophomores in terms of certain motivational characteristics.

3. Gifted secondary school students are similar to an unselected secondary school population in terms of chronological age, sex distribution, grade placement, and selected family characteristics.

4. Gifted secondary school students identified and selected for a program like the Governor's Honors Program proportionately more often are enrolled in larger Georgia high schools.

5. For gifted secondary school students, no consistent positive relationships are apparent among certain of the intelligence measures usually employed in Georgia high schools and certain intelligence measures usually employed in colleges.

6. For gifted secondary school students, positive relationships are present among measures of intelligence and measures of achievement.

7. Gifted secondary students' achievement levels generally are directly related to the size of the school secondary unit; i.e., the larger the school in terms of average daily attendance and the number of Carnegie units offered, the higher the achievement levels of the students.

One should always be careful in taking an isolated fact and making generalizations; therefore, it should be kept in mind that the generalizations listed above refer to the population sampled in the 1964 Governor's Honors Program.

— H. S. Shearouse, Director
Governor's Honors Program

PURPOSE

The research which was conducted in the Governor's Honors Program was designed to assist administrators, teachers, counselors, and other school personnel: 1) to understand the nature and needs of Georgia students with exceptional intellectual abilities and unique potentials, and 2) to understand the nature of the instructional program for students with exceptional intellectual abilities and unique potentials.

Previous research studies have furnished much pertinent information as to the nature of exceptionally able and talented students. However, there have been few opportunities to study large numbers of carefully selected students brought together from so many diverse places and different kinds of schools in one state. It seemed valuable, therefore, to examine certain aspects of the intellectual status and achievement level of these particular Georgia students; to explore such things as motivational characteristics, certain general characteristics, and some family characteristics of the students; and to determine the kinds of schools and communities from which these students came. Information gathered in these areas contributed to the first purpose previously stated.

Research in such a project as the Governor's Honors Program, to be fully effective and useful to the schools of the state, should furnish not only data concerning the characteristics of the students involved, but should contribute also to a better understanding of the instructional needs of these students, and should lead to certain implications for the total school program. Therefore research was planned which would show relationships between various measures of intelligence; relationships between the students' intelligence level and achievement level; relationships between certain characteristics of the secondary school and the achievement level of the students; physical fitness of the students; musical aptitude and achievement of the students; comparisons between students who were selected for the Governor's Honors Program and those who applied but were not selected. The data thus obtained had implications for the second purpose stated.

RESULTS OF RESEARCH

Students chosen to participate in the first Governor's Honors Program were selected in two general categories; academic and fine arts. Since the criteria for selection for the two groups were different, the results of the research for the two groups were analyzed separately and will be discussed separately in this report.

Academic Group

Description of Students

The academic group consisted of the students nominated in mathematics, science, English, social science, and foreign languages. The description of the students in this group includes: general and family characteristics, characteristics of the secondary school, intelligence level, academic achievement level, and motivational characteristics.

General Characteristics

Chosen to participate in the academic group of the Governor's Honors Program were 137 girls and 132 boys. These students were selected on the basis of established criteria and without regard to the specific areas in which they applied. The average age of the students was 199 months, or 16 years and 7 months. The ages of the students ranged from 176 months, or 14 years and 8 months, to 216 months, or 18 years. Seventy-six students will enter the eleventh grade in 1964-65 and 192 students will enter the twelfth grade.

As a group, these students showed an extremely wide variety of interests outside of basic academic subjects. Table 1 gives a brief summary of the five major interests reported by the students.

TABLE 1

Extracurricular Activities Reported by Students in the Academic Group

Activities	Fine Arts	Academic	Social	Honor	Miscellaneous
Number of Students	261	198	171	171	181

Other interests reported were student government, civic organizations, sports, and hobbies.

Family Characteristics

The kinds of families from which the students in the academic group came were examined with respect to age, educational level, and occupational status of parents; number of siblings; living situation of the students.

It was found that the average age of the mothers of the students if 44 years and the average age of the fathers is 46 years. The educational levels of the parents is shown in Table 2.

TABLE 2

Educational Level of Parents of Academic Group

	Completed Elementary School	Completed High School	College Training	Graduate Training
Mothers	8	105	122	34
Fathers	17	90	94	65

As can be seen from the table, 25 parents have less than a high school education; 195 parents completed high school; 216 parents had college training; 99 parents had graduate training.

Table 3 shows the occupational status of the parents of the academic group. A little more than half (147) of the students' mothers are housewives. Of those mothers who are employed, 50 are employed in the professions (33 in teaching), and 53 in clerical employment. The largest number of fathers (88) is employed in the professional and semi-professional field.

TABLE 3

Occupational Status of Parents of Academic Group

	Mothers	Fathers
Housewife	147	
Professional	50	80
Semi-Professional	2	8
Managerial	1	44
Clerical	53	17
Sales	2	26
Services	2	28
Agriculture		7
Skilled	7	29
Semi-skilled	2	4

The number of brothers and sisters of students in the academic group ranges from 0 to 9 with an average of 2. Most of the students live with both of their natural parents; however, 18 students live with adoptive parents, one natural parent, or a natural parent and a step parent.

Characteristics of the Secondary Schools

When the school backgrounds of the students were examined, it was found that 110 of the students came from schools having an average daily attendance of 1001 or more. One hundred and five students came from schools having an average daily attendance of 501 to 1000. Thirty students came from high schools having an average daily attendance of 251 to 500. The remaining 12 students came from schools having an average daily attendance of 250 or less.

The teacher-pupil ratio reported by the schools from which the academic group came was as follows: 43 students came from schools reporting a pupil-teacher ratio in the range of from one teacher to 24 students to one teacher for 28 students; 204 students came from schools reporting a pupil-teacher ratio in the range of from one teacher to 19 students to one teacher for 23 students; 22 students came from schools reporting a ratio of from one teacher to 14 students to one teacher to 22 students.

As is shown below, all except 10 students came from high schools which offer 34 or more carnegie units. The specific number are listed.

Number of Carnegie Units Offered	Number of Students
66 to 81	36
50 to 65	127
34 to 49	86
18 to 33	10

Listed below is the cost per pupil in the high schools from which the students in the academic group came.

Cost per Pupil	Number of Students
$352 to $403	12
$300 to $351	37
$248 to $299	180
$196 to $249	40

Intelligence Level

Two general measures of intelligence were available for the students in the academic group. Each student presented scores on a standardized intelligence test as part of his application for the Governor's Honors Program. Most of these scores were obtained on the Otis Quick Scoring Test of Mental Ability or the California Test of Mental Maturity. In addition, two other tests of general academic aptitude were administered to the students in the Governor's Honors Program. These were the Ohio State University Psychological Examination and the Terman Concept Mastery Test. Analyses of the scores on these tests revealed the following information.

1. The average score obtained on the Ohio State University Psychological Examination by the academic group was higher than the score obtained by 96 per cent of college freshman who took the test. All the academic students scored higher than 90 per cent of the college freshman.

✓ 2. The average score obtained on the Terman Concept Mastery Test by the academic group was considerably lower (two standard deviations below the mean) than the average score obtained by a gifted adult group for whom the test was designed. The average score was also lower (one standard deviation below the mean) than the average score obtained by 201 college upperclassmen. There were insufficient scores for high school students to which the Governor's Honors Program scores could be compared.

3. The average score of the academic group on the Otis Quick Scoring Test of Mental Ability was considerably higher (two standard deviations above the mean) than the average score made by a national sample of high school students. The average IQ for the academic group obtained on the Otis was 130.58, and the IQ's ranged from 114 to 148.

4. The average score of the academic group on the California Test of Mental Maturity was considerably higher (two standard deviations above the mean) than the average score made by a national sample of high school students. The average IQ obtained by the academic group on the California Test was 131.72, and the IQ's ranged from 116 to 164.

Academic Achievement Level

The measures of academic achievement were the Sequential Tests of Educational Progress (STEP), Form 1 B, in mathematics, science, social science, reading, writing, and listening; and the General Culture Test, in literature and fine arts. Analyses of the scores on these tests yielded the following results.

1. The average scores of the academic group on mathematics, science, social science, listening, and writing were higher than those obtained by 92 per cent of college freshmen who took the same tests. The average score of the academic group in reading was higher than 89 per cent of the college freshmen.

2. On the literature section of the General Culture Test, the average score of the academic group was higher than 88 per cent of a nation wide sample of college sophomores. On the fine arts section the scores were higher than 79 per cent of the college sophomores.

Motivational Characteristics

Two measures were chosen to assess the motivational characteristics of the academic group. The first of these was the Study of Values (Allport-Vernon-Lindzey). This instrument was designed to measure the relative prominence of six basic interests or motives in the personality: theoretical, economic, aesthetic, social, political, and religious. In general, the following results were obtained.

1. The average score for the academic group was significantly higher on the religious scale than on any other scale.

2. The average score for the academic group was significantly lower on the economic scale than on any other scale.

3. The average scores for the academic group were similar for the social, aesthetic, theoretical, and political scales.

4. In comparing the academic group to a national sample of college students, it was found that:

   a. the average score of the academic group on the religious scale was higher than that of the college students,

b. the average score of the academic group on the economic scale was lower than that of the college students, and

c. the average scores of the academic group on the theoretical, aesthetic, social, and political scales were approximately equal to those of the college students.

The students' high average score on the religious scale, both in relation to their own scores on other scales and in comparison to college students' scores is interesting. The fact that they frequently chose religious values over the other values in the scale may be somewhat typical of all high school students, but it is very evident in the academically talented students in the Governor's Honors Program. Correspondingly, the students systematically chose fewer economic values than other values and fewer than the college students to whom they were compared. This may be a result of their youth, the fact that the realities of economic life have not yet become important to them. It may also be a result of the fact that economics is not taught in Georgia high schools. It is possible, however, that the relative unimportance of economic values in their lives may be typical of unusually bright students, and this attitude may remain typical of them as they grow older.

The second test chosen to obtain information about the students' motivational characteristics was an Interest Inventory. This inventory showed students' preferences as to occupations and activities. Generally the results indicated that both boys and girls showed a decided interest in professional occupations such as: writing, law, college teaching, science, mathematics, engineering, medicine, architecture, art, music. In addition to those listed, girls chose housewife and boys chose various political pursuits. Girls were also more apt to choose occupations in the fine arts field than boys.

The boys and girls were also similar in their choice of activities and indicated a very wide range of interests. The most often chosen were: reading, science, literature, music, art, going to school, exploring, solving puzzles, playing chess, helping the poor, working for themselves, saving money, writing, swimming, and tennis. There were some variations between academic areas, but basically the choices were quite similar.

Implications for the School Program

To describe the students was the first purpose for the research in the Governor's Honors Program. The second purpose was to inquire into the instructional program which was provided for these students, and to determine what implications this might have for providing adequate instruction for intellectually able and talented students in Georgia. The discussion which follows covers these purposes in relation to the academic group.

Relationships Between Measures of Intelligence

For students in the academic group, there was a low but significant correlation between scores on the Ohio State Psychological Examination and scores on the Terman Concept Mastery Test. There was also a low

but significant correlation between the scores on the Concept Mastery Test and the California Test of Mental Maturity. No significant correlation was found between other measures of intelligence.

Relationships Between Measures of Intelligence and Achievement Level

Moderately low but significant correlations occurred between scores on the Ohio State Psychological Examination and STEP scores of achievement in all areas. Significant correlations also occurred between scores on the Concept Mastery Test and STEP scores of achievement in all areas except writing.

Scores on the literature section of the General Culture Test correlated significantly with scores on the Ohio State Psychological Examination, but scores on the fine arts section did not correlate significantly with the Ohio State Psychological Examination.

There was a significant correlation between scores on the Concept Mastery Test and the literature and fine arts sections of the General Culture Test.

Relationships Between Characteristics of the Secondary School and Measures of Achievement Level

Average Daily Attendance

The average daily attendance reported by the secondary school was not related to achievement in reading and listening. However, the average daily attendance was related to achievement in social science, science, mathematics, and writing in the following ways.

1. Social science

   Students from schools with an ADA of 1000 or more performed more adequately in social science than students from schools with an ADA of 501 to 1000 and 251 to 500.

2. Science

   a. Students from schools with an ADA less than 250 performed less well in science than students from schools with an ADA higher than 250.

   b. Students from schools with an ADA of more than 1000 performed better than students from schools having an ADA of 501 to 1000 or 251 to 500.

3. Mathematics

   a. Students from schools with an ADA of more than 1000 performed better than students from smaller schools.

   b. Students from schools with an ADA of 501 to 1000 performed better than students from schools with an ADA of 101 to 250.

4. Writing

   a. Students from schools with an ADA greater than 1000 performed better than students from schools with an ADA of 501 to 1000 or 251 to 500.

   b. Students from schools with an ADA of 501 to 1000 performed less well than students from schools with an ADA of 101 to 250.

Teacher-Pupil Ratio

Academic achievement was not related to teacher-pupil ratio.

Carnegie Units

The number of Carnegie units offered in the high school was not related to achievement in social science, science, reading, and listening. However, the number of Carnegie units offered was related to achievement in mathematics and writing.

1. Mathematics

   a. Students from schools offering fewer than 33 Carnegie units performed less well than students from schools offering 33 Carnegie units or more.

   b. Students from schools offering 34 to 49 Carnegie units performed better than students from schools offering 50 or more Carnegie units.

2. Writing

   Students from schools offering 66 to 81 Carnegie units performed more adequately than students from schools offering fewer Carnegie units.

Cost Per Pupil

Cost per pupil in the local high school was not related to achievement in science, mathematics, reading, listening, and writing. Cost per pupil was related to achievement in social science. Students from schools spending $248 to $300 per pupil performed better in social science than schools spending $301 to $350 per pupil and $196 to $247 per pupil.

Comparisons of Students Who Were Selected and Students Who Were not Selected

Intelligence Level

Students who were selected for the academic group had higher scores on the Ohio State Examination, the Otis Test of Mental Ability, and the California Test of Mental Ability than the students who were not selected.

Fine Arts Group

Description of Students

The fine arts group consisted of the students nominated in music, visual arts, and drama. These students were chosen primarily on the basis of an audition (in music and drama) or the preparation of a representative sample of their work (visual arts). The auditions and portfolios were evaluated by competent musicians, artists, and drama teachers in the state. The description of these students include general characteristics; family characteristics; characteristics of the students' secondary school; intelligence level; academic achievement level; motivational characteristics.

General Characteristics

There were 75 girls and 58 boys chosen on the basis described above to participate in the fine arts group of the Governor's Honors Program. The average age of the students was 199 months, or 16 years and 7 months. The ages of the students ranged from 185 months, or 15 years 5 months, to 220 months, or 18 years 4 months. Forty-six students will enter the eleventh grade in 1964-65, and 86 students will enter the twelfth grade.

Family Characteristics

The family characteristics of the fine arts group which were investigated were: age, educational level, and occupational status of the parents; number of siblings; living situation of the student.

The average age of the mothers of the fine arts students is 43 years, and the average age of the fathers is 46 years. The educational level of the parents is shown in Table 4.

TABLE 4

Educational Level of Parents of Fine Arts Group

	Completed Elementary School	Completed High School	College Training	Graduate Training
Mothers	7	66	50	11
Fathers	8	30	55	27

The data show that 15 parents had less than a high school education; 96 parents completed high school; 105 parents had some college training; 38 parents had graduate training.

Table 5 portrays the occupational status of the parents of the fine arts group. It can be seen that more than half (75) of the mothers of the fine arts group are housewives. The largest number of mothers are employed in clerical work (21) with the next largest number employed in professions (19). The largest number of fathers of the fine arts group are employed in managerial positions (33), followed by 27 in professional occupations.

TABLE 5

Occupational Status of Parents of Fine Arts Group

	Mothers	Fathers
Housewife	75	
Professional	19	27
Semi-Professional	2	2
Managerial	2	33
Clerical	21	12
Sales	3	11
Services	7	17
Agriculture		1
Skilled	2	14
Semi-skilled	1	2

The number of brothers and sisters of students in the fine arts group ranges from 0 to 9 with an average of 2. Most of the students live with their natural parents; however, 19 students live with one natural parent, one natural parent and a step parent, and others.

Characteristics of the Secondary Schools

An examination of the secondary schools from which the fine arts group came showed that 45 of the students came from schools having an average daily attendance of 1001 or more; 57 students came from schools having an average daily attendance in the range of 501 to 1000; 25 students came from schools having a daily attendance in the range of 251 to 500; 4 students came from schools having an average daily attendance in the range of 101 to 250. No students came from schools having an average daily attendance of 100 or less.

The teacher - pupil ratio reported by the secondary schools from which the fine arts group came was as follows: 18 students came from schools reporting a teacher-pupil ratio of from one teacher to 24 students to one teacher to 28 students; 95 students came from schools having a teacher-pupil ratio of from one teacher to 19 students to one teacher to 23 students; 21 students came from schools reporting a teacher-pupil ratio of from one teacher to 14 students to one teacher for 18 students.

The following list shows the number of Carnegie units offered in the high schools from which the fine arts students came. All except 2 students came from schools which offer 34 Carnegie units or more.

Number of Carnegie Units Offered	Number of Students
66 to 81	18
50 to 65	53
34 to 49	60
18 to 33	2

Data are presented below which show the cost per pupil in the high schools from which the fine arts students came.

Cost per Pupil	Number of Students
$352 to $403	13
$300 to $351	17
$248 to $299	93
$196 to $247	11

Intelligence Level

Since the students selected for participation in the fine arts group were chosen on the basis of evidence of talent and achievement in their fields rather than on the basis of school grades and intelligence test scores, the only measures of general ability available for this group were the Ohio State University Psychological Examination and the Terman Concept Mastery Test. Analyses of the scores on these tests revealed the following information.

1. The average score obtained on the Ohio State Examination by the fine arts group was higher than the score obtained by 55 per cent of college freshman who took the test.

2. The average score obtained on the Terman Concept Mastery Test was lower (approximately three standard deviations below the mean) than the average score obtained by a gifted adult group for whom the test was designed. The average score was also lower (approximately two standard deviations below the mean) than the average score obtained by 201 college upperclassmen. There were no suitable scores for high school students to which the Governor's Honors Program scores could be compared.

Academic Achievement Level

The measures of achievement level were the Sequential Tests of Educational Progress including reading, writing, listening, mathematics, science, and social science; the General Culture Test sections on literature and fine arts. Results of these tests produced the data which follows:

1. The average scores of the fine arts group on mathematics, science, social science, writing, and listening were higher than those obtained by 57 per cent of college freshmen in the tests'

normative sample. The average score of the fine arts group in reading was higher than 37 per cent of the college freshmen.

2. On the literature section of the General Culture Test, the average score of the fine arts group was higher than 55 per cent of the college sophomores selected for the comparison group. On the fine arts section of the General Culture Test the group's average score was higher than that of 65 per cent of the college sophomores to whom they were compared.

Motivational Characteristics

The first measure used to assess the motivational characteristics of the fine arts group was the Study of Values (Allport-Vernon-Lindzey). This instrument, designed to measure the relative prominence of six basic interests or motives in personality, yielded the following general results.

1. The average score for the fine arts group was higher on the religious scale than on any other scale. The average score on the aesthetic scale was also higher than the average scores on the other scales.

2. The average scores on the social, economic, theoretical, and political scales were approximately the same.

3. In comparing the fine arts group to a national sample of college students, it was found that:

   a. the average scores of the fine arts group on the religious and aesthetic scales were higher than the college students,

   b. the average score of the fine arts group on the economic scale was lower than that of the college students,

   c. the average scores of the fine arts group on the theoretical, social, and political scales were approximately the same as those of the college norm group.

It is interesting to note that the fine arts group scored high on the religious scale, and low on the economic scale, as did the academic group. The fine arts group scored high also on the aesthetic scale, which was not true of the academic group. However, this result might have been expected in the fine arts group.

The second test chosen to obtain information about the motivational characteristics of the fine arts group was an Interest Inventory which showed students' preferences as to occupations and activities. Both boys and girls indicated high interest in professional occupations such as: writing, music, drama, medicine, law, college teaching, science and art. In addition to these, girls listed housewife.

Their interests were also quite similar and the most frequently chosen activities were: playing or composing music, visiting art galleries and museums, attending symphony concerts, reading, writing, acting in plays, going to school, working for themselves, literature, poetry, exploring, saving money, solving puzzles, helping the poor, swimming, and tennis.

Implications for the School Program

To implement the second purpose for which research was conducted in the Governor's Honors Program, the following relationships were studied: relationships between measures of intelligence level; relationships between measures of intelligence level and achievement level; relationships between characteristics of the secondary school and measures of achievement level. The results which follow have implications for the instructional program for talented students in the fine arts group.

Relationships Between Measures of Intelligence

For students in the fine arts group, there was a highly significant correlation between scores obtained on the Ohio State Psychological Examination and scores obtained on the Terman Concept Mastery Test. No other tests of mental ability were available for these students.

Relationships Between Measures of Intelligence and Achievement Level

For students in fine arts group, there were significant correlations between scores on the Ohio State Examination and scores obtained on STEP achievement tests in reading, writing, listening, mathematics, and social science. Science achievement on these tests did not correlate with the Ohio State Psychological Examination.

There were also significant correlations between scores obtained on the Ohio State Psychological Examination and both the literature and fine arts sections of the General Culture Test.

The Terman Concept Mastery scores of the fine arts group showed significant correlation with STEP achievement test scores in reading, writing, listening, mathematics, science, and social science. The Concept Mastery Test scores also showed significant correlation with scores on the literature and fine arts sections of the General Culture Test.

Relationships Between Characteristics of the Secondary School and Measures of Achievement Level

Average Daily Attendance

Academic achievement in the fine arts group was not related to the average daily attendance in the schools from which the students came.

Teacher-Pupil Ratio

Academic achievement in the fine arts group was not related to teacher-pupil ratio.

Carnegie Units

For the fine arts group the number of Carnegie units offered in the high school was not related to achievement in reading and listening. The

number of Carnegie units offered was related to achievement in social science, science, mathematics, and writing, as follows.

1. Social science

   a. Students from schools offering more than 66 Carnegie units performed better than students from schools offering fewer units.

   b. Students from schools offering fewer than 33 Carnegie units performed less adequately than students offering 34 to 49 Carnegie units, or 50 to 65 Carnegie units.

2. Science

   a. Students from schools offering more than 66 Carnegie units performed better than students from schools offering fewer units.

   b. Students from schools offering fewer than 33 Carnegie units performed less adequately than students from schools offering 34 to 49, or 50 to 65 Carnegie units.

3. Mathematics

   Students from schools offering more than 66 Carnegie units performed better than students from schools offering fewer units.

4. Writing

   a. Students from schools offering more than 66 Carnegie units performed better than pupils from schools offering fewer units.

   b. Students from schools offering 50 to 65 Carnegie units performed better than pupils from schools offering fewer units.

   c. Students from schools offering 34 to 49 Carnegie units performed better than students from schools offering fewer units.

Cost Per Pupil

Most of the students in the fine arts group came from schools where the cost per pupil is from $248 to $299.

Characteristics Relating to All Students in the Governor's Honors Program

For purposes of investigating musical aptitude and ability and physical condition, the academic and fine arts students were considered as one group. The results of this investigation follow.

Musical Aptitude and Ability

The 76 music students and 84 randomly selected students in the academic areas were given the Drake Musical Aptitude Test. This test was designed to provide scores of musical aptitude in musical memory and rhythm. Norms were developed both for students with little or no musical training and for students with five years or more of musical training. Results indicated that in musical aptitude there was no significant difference between students chosen for their musical ability and students chosen for their academic ability.

During the first week of the program the 76 music students were administered the Aliferis Music Achievement Test. On the final day of the program the test was administered again. The test was designed to measure auditory-visual discrimination of melody, harmony, and rhythmic elements and idioms. The mean score on the first testing was at the 60th percentile, while the mean score on the second testing was at the 74th percentile. It was concluded (by statistical analysis) that the scores on musical achievement at the end of the program were significantly higher than the scores on the first testing.

Physical Condition

The purposes of the investigation of the physical condition of the students in the Governor's Honors Program were: 1) to compare their physical fitness scores at the beginning and at the end of the program, and 2) to compare the physical fitness scores of the students in the Governor's Honors Program with selected students not in the Governor's Honors Program. The tests used for this purpose were the National Physical Fitness Tests of the American Association for Health, Physical Education, and Recreation. Scores were obtained on softball throw, pull-up, sit-up, 50-yard dash, broad jump, and 600-yard run.

The following results were obtained in regard to the first purpose stated above.

1. Scores at the end of the program were significantly higher than at the beginning for both boys and girls in: softball throw, pull-up, sit-up, and 600-yard run.

2. Scores were not significantly different for boys or girls in 50-yard dash.

3. Girls' scores in broad jump were significantly higher at the end of the program.

The comparison of the physical fitness of students in the Governor's Honors Program with selected students not in the program yielded the following results.

Boys

1. Governor's Honors Program scores were equal to those of the selected students on: 600-yard run, pull-up, and 50-yard dash.

2. The selected students' scores were higher than Governor's Honors Program scores on: sit-up and softball throw.

3. Governor's Honors Program scores were higher than the selected students' scores on broad jump.

Girls

1. Governor's Honors Program scores were equal to those of the selected students on: sit-up and broad jump.

2. The selected students' scores were higher than Governor's Honors Program scores on: softball throw, 50-yard dash, and 600-yard run.

3. Governor's Honors Program scores were higher on pull-up.